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ABSTRACT

Reporting on typical career planning activities, the paper offers an overview of the approaches of four organizations: a public utility in southern California, the Adult Career Guidance Service in San Diego, the Systems Group of TRW, Incorporated, Redondo Beach, California, and the Naval Electronics Laboratory Center (NELC). Elaborating on the career planning approach at NELC, recommendations are offered for: creating a full-time career planning position; establishing a career planning-motivation program; approaches to achieving program objective; and a table proposing a schedule for a proposed NELC Career planning-motivation workshop. Appended materials include: (1) career counseling forms used by a southern California public utility, (2) the vocational questionnaire used by San Diego adult career guidance service, (3) the agenda of TRW, Incorporated Systems group for a career achievement workshop, (4) a partly annotated list of basic occupational data sources, and (5) questionnaires for the proposed NELC Career planning motivation workshop. (MW)

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TECHNICAL DOCUMENT 299

A CAREER PLANNING PROGRAM

Reviews career planning activities in other organizations and recommends a program for NELC.

Prepared by

R. A. Hamilton

for

R. R. Kraatz

Civilian Personnel Officer

8 January 1974

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PREFACE

Where am I going and how do I get there are the central issues that confront the individual who is deciding on a career. In a society that is increasingly characterized by rapid social and technological changes, many people will have more than one career during their professional life. This technical document presents an approach to career planning that concentrates on developing strengths, skills, and options so that individuals will be able to cope with and readily adapt to new career fields.

More than ever before, organizations need people who continue to develop their real or potential abilities. People, the organization, and career planning are interdependent. It's people and not things that make organizations function. Career planning capitalizes on people, and the organization's effectiveness is ultimately dependent upon its human resources.

ACKNOWLEDGMENTS

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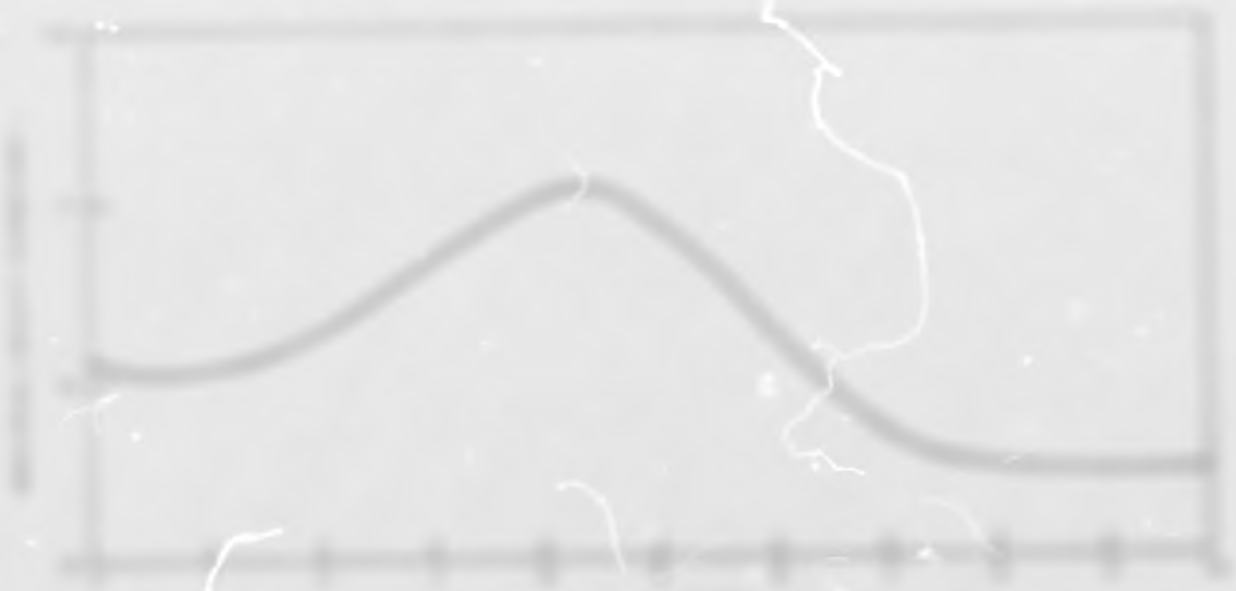

A RECOMMENDED APPROACH TO CAREER PLANNING AT NELC

This section recommends an approach to career planning for the Naval Electronics Laboratory Center. This approach entails two specific recommendations:

1. Create one full-time career planning position
2. Establish a career planning-motivation program

These are elaborated below.

CREATE ONE FULL-TIME CAREER PLANNING POSITION

It is suggested that primary consideration be given to resources within the organization. Guidelines concerning the qualifications, position content functions, behavior appropriate for the position, and accountability are as follows:

QUALIFICATIONS*

1. A working knowledge of the literature in the following areas: personnel development, organization and management, testing, interviewing, resume writing, and various occupational data sources.
2. Theoretical familiarization and actual experience in the design and application of the following approaches to learning: experiential, lecture, task groups.
3. Knowledge of the organization's influence structure.
4. Knowledge of the Federal Personnel Manual and the accompanying Civilian Manpower Management Instructions.
5. Knowledge of the organization's affirmative action programs.
6. Familiarization with the San Diego and Los Angeles labor markets.

POSITION CONTENT FUNCTIONS

1. Conducts strategy classes on how to prepare yourself for promotional opportunities. Stress is placed on resume writing and handling yourself in direct, indirect, and stress interview situations.
2. Keeps abreast of emerging career opportunities.
3. Maintains records on a confidential basis.
4. Maintains an updated library of basic occupational data sources. Some of these sources are included in Appendix D.
5. Conducts exit interviews.

---

*It is not to be construed that applicants for this position should be limited to those currently employed in the professional personnel field.

6. Works with and maintains organizational relationships with: management; EEO, Personnel Office; the NELC Federal Women's Program Coordinator; Training Office; career placement personnel in the southern California region.

7. Conducts career planning-motivation workshops.

8. Provides counseling on a confidential basis.

9. Administers a budget.

10. Maintains a high level of professional competence by attending professional growth seminars and conducting career planning workshops on a consultant basis for other organizations.

BEHAVIOR APPROPRIATE FOR THE POSITION

1. How the career planner perceives the role influences his behavior toward others in the organization. It is felt that the most effective relationships can develop from one that characterizes the individual as a client seeking help and the career planner as a consultant who is giving help.

2. The career planner stresses candor at all times in communication.

3. He listens and reflects in an emphatic manner the feelings the client is expressing.

4. He gives feedback to the client which is descriptive rather than evaluative.

5. The relationship between the career planner and the client is characterized by supportive, "it's up to you" behavior rather than a defensive, "who is to blame" attitude.

ACCOUNTABILITY

Career planning is a pervasive activity that cuts across many organizational boundaries within the Laboratory. It is recommended that the incumbent should report directly to the Civilian Personnel Officer.

ESTABLISH A CAREER PLANNING-MOTIVATION PROGRAM

ASSUMPTIONS

The following assumptions underlie this recommendation to establish a career planning-motivation program at the Laboratory:

1. Achieving career objectives is primarily an individual responsibility.

2. Career planning concentrates on developing strengths.

3. Career plans involve strategies or steps taken for achieving desired goals.

4. Multiple careers keep options open. With a greater number of available alternatives, individuals feel more in control of their destinies, more proactive about their careers, more fulfilled, and better able to use their strengths for organizational ends without being bored and unchallenged.

5. Participation in a career planning program is voluntary for all Laboratory personnel.

6. Career planning seeks to create opportunities that satisfy personal goals and needs.

PROGRAM OBJECTIVE

The objective of the career planning-motivation program is to help individuals explore career alternatives and develop a plan based on their abilities, strengths, and needs.

APPROACH TO ACHIEVING PROGRAM OBJECTIVE

The approach recommended for the Center is individual counseling and participation in a career planning-motivation workshop. The process includes a meeting that orients the participant to the workshop, and a 2-day workshop.

ORIENTATION MEETING. Two weeks prior to the workshop, participants are brought together for a general discussion concerning the details of the forthcoming workshop. At this meeting, prework is distributed, and each person is asked to complete the following questionnaires, which they are instructed to bring to the workshop:

1. Strong Vocational Interest Blank – An inventory of interests and preferences intended to aid in predicting chances of success and satisfaction in a variety of occupations. The occupational scales are based on the responses of men and women actually working in the various occupations. This inventory begins to expand the individual's scope and awarness concerning various career options.

2. Life Orientations Survey (LIFO) – A 20-minute self-administered questionnaire requiring a person to rank his preferences of four statements ranging from what is most characteristic to what is least characteristic of his way of operating. This information is useful in that it shows what strengths can be built on for career planning purposes.

3. Questionnaires that focus on the following areas: characteristics that are most and least important to what one wants out of a career; the extent to which the individual thinks the job he/she is now doing provides the opportunity to attain those characteristics; the real or potential abilities the individual brings to a career. The purpose of these questionnaires is to help the individual analyze his/her work situation. During the career planning-motivation workshop, participants will be using these data to explore alternative ways of satisfying their needs by: changing the nature of their present

job; becoming involved in outside career activities; changing careers; modifying their motivation pattern. The questionnaires are included in Appendix E.

At the workshop, this prework information is used to help each participant formulate a career focus by integrating career interests (Strong Vocational Interest Blanks) and strengths (LIFO) with what the individual wants out of a career and the abilities he/she contributes to a career.

WORKSHOP. The purpose of the career planning-motivation workshop is threefold: first, to integrate the individual's prework questionnaires into a meaningful career focus; second, to define a career goal; third, to develop a career plan of action. The following briefly covers some of the workshop elements that may not be clear from the workshop's schedule (Table 1).

TABLE 1. SCHEDULE FOR PROPOSED NELC CAREER PLANNING-MOTIVATION WORKSHOP.

1st Day

0800 - 0815	Introduction
0815 - 0930	Task Team building
0930 - 0945	Break
0945 - 1030	Strong analysis
1030 - 1130	LIFO analysis
1130 - 1230	Lunch
1230 - 1245	Lecture on career lifeline
1245 - 1300	Career lifeline exercise
1300 - 1345	Task Team discussion - similarities and differences
1345 - 1400	General comments
1400 - 1415	Lecture on preferred careers
1415 - 1445	Writing exercise - Projecting into the future, write two paragraphs describing what would be a preferred special day and a preferred regular day in your career. Paragraphs should reflect the abilities you bring to a career and the career characteristics that are the most and the least important to you.
1445 - 1545	Task Team discussion of special day and regular day exercise
1545 - 1600	Break

TABLE 1. (Continued)

1st Day

1600 - 1615	Lecture on developing an inventory
1615 - 1645	Inventory exercise
1645 - 1735	Sharing information in Task Teams as a means of testing, modifying, and expanding. Participants get insights and ideas from others.
1735 - 1745	Close and give homework assignment - integrations for career goal-setting exercise

2nd Day

0800 - 0815	Introduction
0815 - 0915	Career information sources
0915 - 0930	Break
0930 - 1000	Lecture on formulating a specific career focus and instructions concerning goal setting
1000 - 1010	Participant selects career objective
1010 - 1100	Writing exercise - goal setting
1100 - 1110	Break
1110 - 1120	Divide Task Teams into pairs
1120 - 1230	Lunch
1230 - 1310	Dyads clarify and test goal setting statements
1310 - 1330	Writing exercise - Participants modify, expand, and make changes in their statements.
1330 - 1340	Break and reform into original Task Teams
1340 - 1350	Lecture on steps and strategies for career goal attainment
1350 - 1450	Task Team career strategy exercise
1450 - 1500	Break
1500 - 1540	Participant exercise - Develop a timeline for each career step/ strategy and identify who can help at certain steps and what they must do or what their work role should be

TABLE 1. (Continued)

2nd Day

1340 - 1620 Participants share their results with other Task Team members

1620 - 1640 Establishing a Support Team network

1640 - 1700 Closing comments

3. Career Lifeline Exercise. Each individual draws a line that represents his/her career from the beginning to end. Somewhere on that line he/she places an "S" to represent where they are now and an "X" to represent a highlight. The purpose of this task is to enable individuals to symbolically visualize what their career looks like, where they are, and what has been a special career achievement.

2. Inventory Exercise. On a sheet of newsprint, each individual draws six vertical lines to make seven columns with headings as capitalized in line:

a. KICKS - Those things, events, conditions that give life purpose and meaning and/or are seen as high points.

b. DO WELL - Those qualities or skills that you know you do well, that you see as your strong points.

c. DO POORLY - Those qualities or skills that you feel are inadequate under present circumstances and could be improved.

d. LEARN TO DO WELL - Those things that you really want to learn to do better. They may or may not be in item c.

e. FUTURE KICKS - Things, like in item a, you want to experience or experience for the first time. Haven't you often said: "If I only had the time or resources, I'd love to ..."

f. STOP DOING - Things you would like to stop doing.

g. START DOING - Things you would like to start doing. These might be the opposite of item f, but not necessarily.

This exercise provides the opportunity for individuals to start organizing the following data into usable categories: abilities, weaknesses, strengths, interests, highlights, career needs, and information from the team discussion concerning career lifelines and preferred careers.

3. Homework Assignment - Integration for Goal-Setting Exercise. Each participant

a. Scans the inventory for possible connections and goal definitions. Is it possible to build more fun or meaning

[illegible] Are you willing [illegible] out of your [illegible]? Are you prepared to [illegible] things you do most poorly? Can you change circumstances to maximize your strengths and [illegible]? What [illegible] can help you do this? What things can you stop doing which would allow you to start doing others requiring [illegible] that can make a difference in your usefulness to yourself and to others?

h. Administer one or two long-range career goals (5 years and one or two short-term career goals (1 to 2 years).

4. Career Information Session. This activity is a lecture with discussion concerning career opportunities within the [illegible] growing career fields, career timetables, plans and projections, and occupational data sources in the career planning library.

5. Goal Setting Exercise. Each individual

a. Writes a two or three-paragraph statement that operationally describes his last career objectives or tasks which are action oriented and measurable.

b. Lists the strengths, abilities, career needs, and obstacles to be encountered in attaining the desired goal.

c. Determines three different ways of reaching the goal and selects the one that seems to be most feasible.

6. Task Force Strategy Exercise. Each participant in turn leads his task force toward goal attainment. The others help formulate a list of action steps and strategies that may be necessary to reach the goal. This task draws upon the creative resources and strengths of the entire team, which can provide significant inputs.

7. Support Team Network. Commitments are made by team members to help each other attain their career objectives. Dates, times, and places for future team meetings are set.

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Campbell, David P. Handbook for the Strong Vocational Interest Blank. Stanford University Press, Stanford, California, [illegible].

Hamblin, Richard A. [illegible] Personnel Performance Appraisal Program. Naval Electronics Laboratory Center, San Diego, California, [illegible].

Levinson, Harry. Executive Stress. Harper and Row, New York, 1970.

[redacted]

Your first obstacle that has to be overcome is presenting yourself on paper. The second obstacle is presenting yourself in person.

The Interview

Although interviews are conducted differently by different people the fact remains that their responsibility is to gain as much valid information about you in the shortest time possible. They will use the paper work you have submitted for general kinds of background information, and will concentrate on gaining specific knowledge during the interview. Some of the areas they will be probing include: attitudes, goals, and your knowledge of the job you are seeking.

1. Positive attitudes about the present and future.

2. Companies work with goals. Your own area of the company has established goals, so what would be more natural than for management to look for individuals that have a strong sense of direction that is compatible with the organization's goals.

3. Knowledge of the job you are seeking. Gain a comprehensive understanding of the area you are pursuing and it will pay off. It will show forethought on your part as opposed to just bidding for the sake of a move.

Promotions don't just happen. By putting forth concentrated effort you too will know the good feeling that comes with advancement.

APPENDIX B

VOCATIONAL QUESTIONNAIRE USED BY SAN DIEGO ADULT CAREER GUIDANCE SERVICE

VOCATIONAL QUESTIONNARIE

DATE _____

NAME _____ PHONE _____

ADDRESS _____ CITY _____

MARITAL STATUS _____ AGE _____

PRESENT EMPLOYMENT _____

LAST GRADE COMPLETED _____ CONDITION OF HEALTH _____

WHO REFERRED YOU TO US _____

WHAT KIND OF HELP DO YOU NEED FROM US _____

_____

TESTS

	SX	FD	FM	AG	MS	DS	CO	CMi	WI					

REFERRED BY:

_____

REFERRED TO:

_____

COMMENTS _____

_____

COUNSELOR _____

VOCATIONAL QUESTIONNAIRE (Continued)

1. What kind of information or help do you want from us?

2. Are you considering a different job?

3. What is your occupational goal?

4. Is the field you are now in the type of work you would like to do for the rest of your life?

5. Is your present job fascinating or boring?

6. Do you think you've been held back from advancing on the job?

7. What would be the ideal job for you regardless of qualifications?

8. Do you consider yourself a success?

9. What do you need to be a success?

10. Have you had any problems in dealing with management?

11. Have you had any other problems?

12. Do you like to work with people?

13. Do you like to work alone?

14. Do you have frustrations on your present job?

15. Do you like to work with mechanical things?

16. Do you like clerical tasks?

17. What hobbies or special activities do you participate in at present?

Vocational Questionnaire (cont.)

Please list any job which you have held for six (6) months or longer.

List those things about the job which you liked or disliked. Try to base your answers on the duties or activities you performed. Do not base all your answers on working conditions or people involved with you on the job.

Jobs held six months or more	What I liked about the job	What I didn't like about the job

Vocational Questionnaire (cont.)

What are your abilities (real or potential) which you bring to your career?
Check five of your best abilities and five of your poorest abilities.

BEST	POOREST	
_____	_____	Ability to listen and follow directions
_____	_____	Flexibility
_____	_____	Computational (numbers)
_____	_____	Artistic
_____	_____	Mechanical
_____	_____	Helping others
_____	_____	Written communication
_____	_____	Scientific
_____	_____	Verbal
_____	_____	Human relations
_____	_____	Accuracy
_____	_____	Persuasive
_____	_____	Experimental
_____	_____	Literary
_____	_____	Enterprising
_____	_____	Decision-making
_____	_____	Creative
_____	_____	Clerical
_____	_____	Sociability
_____	_____	Ability to understand people's problems

Vocational Questionnaire (cont'd.)

Listed below are thirteen common personal goals that have been identified with career choice and job satisfaction.

Arrange these words in the order of importance to you by placing numbers 1 to 13 in the spaces provided. Please read all 13 items before starting.

_____ Recognition and praise

_____ Mastery and achievement

_____ A sense of belonging

_____ Supervise others

_____ Desire to help and serve

_____ Self expression

_____ Income level

_____ Personal values

_____ Dependence on others

_____ Creativity and challenge

_____ Steady income

_____ Independence

_____ Intellectual stimulation

I would be happy if I could have a job that would _____

_____

_____

I believe I would be happy with the following jobs: _____

_____

_____

Signature (optional) _____

Interviewed by _____

[illegible]

Occupational Guides, Series of over 400, State of California, Department of Human Resources Development, 800 Capitol Mall, Sacramento, California, 95814. (Single copies are available on request by title and serial number and are free of charge. If ordering more than one title, list them in numerical order.)

Describes selected jobs and provides local labor market information including employment outlook, salaries and hours, entrance requirements, and usual ways to obtain training. Regional in standpoint and prepared for specific locales in California.

Check List of Labor Market Information, 1971, Southern California Research and Statistics Unit, State of California, Department of Human Resources Development. 1525 South Broadway, Los Angeles, California, 90015.

Provides list of titles and brief summaries of reports on labor market conditions relating to California and the Southern Area.

Guide to Federal Career Literature, 1971, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Serves as a convenient reference guide to Federal recruiting literature. Contains brief descriptions of 224 publications from 46 different departments and agencies.

Information on Firms and Individuals

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APPENDIX E

QUESTIONNAIRES FOR PROPOSED NELC CAREER PLANNING-MOTIVATION WORKSHOP

WHAT DO YOU WANT OUT OF A CAREER?

Which of the following characteristics are most important to you (indicate at least four but not more than six with a +).

Which characteristics are of least importance to you (indicate at least four but not more than six with a −).

MOST	LEAST	
_____	_____	An opportunity to be original and creative
_____	_____	An opportunity which has the potential for rapid and much success as well as the possibility of immediate and much failure.
_____	_____	An opportunity which offers much contact with people but little involvement.
_____	_____	A pressure job where you have to put a lot into it and the pace is very fast.
_____	_____	An opportunity where one lives and works in the world of ideas.
_____	_____	An opportunity which permits the use of leadership and power.
_____	_____	An opportunity which permits a great deal of independence.
_____	_____	An opportunity where one becomes much involved in management and assumes responsibilities.
_____	_____	A job which has a wide variety of tasks.
_____	_____	A job where long term goals are involved rather than the emphasis on immediate results.
_____	_____	A chance to earn a good deal of money.
_____	_____	An opportunity where the emphasis is on ethical behavior.
_____	_____	An opportunity where I can choose my own geographical location.
_____	_____	An opportunity to use my abilities.
_____	_____	An opportunity to serve and work with humanity.
_____	_____	A job where I can show immediate results.
_____	_____	An opportunity to work with things (objects).

MOST	LEAST	
_____	_____	An opportunity which gives me status, prestige and recognition
_____	_____	An opportunity for moderate but steady progress
_____	_____	A chance to earn a comfortable income and dependable employment

WHAT DO YOU LIKE IN THE [illegible] AREA?

Looking at the previous listed characteristics, consider the extent to which you think the job you are now doing provides you with the opportunity to attain these characteristics.

Rank them from first to least able to attain.

Best 1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

Least 12 _____

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	Ability to participate correctly
[illegible]	[illegible]	Ability to comprehend readily
[illegible]	[illegible]	Ability to empathize
[illegible]	[illegible]	Ability to listen and follow instructions
[illegible]	[illegible]	Abstraction ability
[illegible]	[illegible]	Accuracy
[illegible]	[illegible]	Adaptability
[illegible]	[illegible]	Analytical
[illegible]	[illegible]	Artistic
[illegible]	[illegible]	Clerical
[illegible]	[illegible]	Conceptual/numerical
[illegible]	[illegible]	Creative
[illegible]	[illegible]	Decision-making ability
[illegible]	[illegible]	Differentiating between essentials and nonessentials
[illegible]	[illegible]	Dramatic
[illegible]	[illegible]	Empathy
[illegible]	[illegible]	Extrovert/introvert
[illegible]	[illegible]	Human relations
[illegible]	[illegible]	Initiative
[illegible]	[illegible]	Judgmental/decision-making
[illegible]	[illegible]	Managing ability
[illegible]	[illegible]	Mechanical
[illegible]	[illegible]	Motivation of others
[illegible]	[illegible]	Musical
[illegible]	[illegible]	Oral communication
[illegible]	[illegible]	Organizational
[illegible]	[illegible]	Perceiving ability
[illegible]	[illegible]	Persuasive
[illegible]	[illegible]	Reasoning (logical ability)
[illegible]	[illegible]	Retentiveness (recall)
[illegible]	[illegible]	Sociability
[illegible]	[illegible]	Spatial (visualizing)
[illegible]	[illegible]	Tolerance of frustration
[illegible]	[illegible]	Written communication